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A. E. WINSHIP, EDITOR

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EDITORIALS

Problems of New America

The America of 1925 bears slight resemblance to the America of 1910.

The boys and girls graduating from high school enter a life as much more complicated than the life of their fathers and mothers at their age, as the driving of an automobile on Forty-second Street in New York, in the loop in Chicago, or on Broadway and Fifth Avenue in Los Angeles is like driving an ox team forty years ago.

When the high school graduate of today was in the first grade there was no such thing as a traffic cop in the world. There were no traffic signals, no traffic rules.

Today to drive a horse on a congested city street without observing traffic rules one will be liable to fine or even a jail sentence.

One who walks along a congested street in a city must know the rules or he will be haled to court as a criminal. To cross a street except at a crossing or to cross at a crossing except as signalled to cross is as liable to fine or imprisonment in some cities as though one were driving a Pierce-Arrow.

Within a month the daily papers carried the story of a Bishop who while on his way to an important ecclesiastical ceremony passed an automobile on the wrong side, failed to observe the traffic rules. He was held up and taken to the police court.

"But I am due at a religious ceremony."

"Well, you are due at the police court first." He was fined twenty dollars. The congregation waited impatiently for the belated Bishop, little thinking that he was in the police court as a law breaker.

There are an almost infinite number of things that a school boy or girl of today needs to know that no one knew twelve years ago.

It is scholastically interesting to know about the streets of Babylon and Athens thousands of years ago, but no knowledge of things 3,000 years ago will be listened to by the judge of the police court if one does not know the latest traffic rules of the city one is in today.

The schools must put a soft pedal on a lot of information once important and bear down on the accelerator of things that are vital today. The problems of the New America must be solved by the boys and girls now in school and not by back-number men and women who are living in day-before-yesterday.

One has to go like sin to stand still now. If you are in a train going thirty miles an hour and a train passes you going sixty miles an hour you are sure that you are going backward. A person who was up-to-date in 1920 who talks with persons up-to-date in 1925 gives the impression to all listeners that he is on a toboggan going backwards.

No man can play on the diamond in 1925, to say nothing of being an umpire in 1925, who is using the rules of 1920, or even of 1924, and yet there are experts (?) who think a cur-

riculum can be made in 1925 for 1935.

There are many things in all the sciences that were up-to-date four years ago that are wholly out of date today. There are things that should go to the junk heap next September that were passable last September.

The question is no longer, "How good is this fact or this method?" but "Does it stand in the way of something better?" Relativity is the watchword of today. To know about Xenophanes or Socrates is worth while, but not if it prevents heeding the signals of the traffic cop, who is insignificant as a historical character, but is law and gospel when it comes to motoring or even walking on a congested city street.

In Confidence

The Journal of Education turns a new page in its history today. It has a new editorial running mate, one of the brightest daily paper editors of Boston, a man who has taught successfully in two New England States, who built up a successful paper in a small New England community, and came to Boston and made one of the papers an editorial wonder. The editor of this magazine for forty years will devote his time to the magazine as he has done in all these years, while his new associate will keep his foot on the educational accelerator, seeing to it that each week it brings to its readers the new things that no school can afford to be without.

Demonstrating Safety

The most thrilling educational hour we have had in many a day was at the First Rally and Conference of the Junior Safety Councils, co-operating with the Massachusetts Safety Council, on May 16. Lewis E. MacBrayne is the state director. Superintendent John F. Scully presided.

There were nine hundred school boys and girls from fifty Junior Safety Councils from seventeen cities of the state. The meeting was in the auditorium of the Abraham Lincoln School, Boston. All exercises were by the young people of junior high schools and upper grades in elementary schools. Everything went off like clockwork. The young people were so self-possessed, so animated, so inspired by their subject that they were distinctly heard by every one in the large audience, and the attention given by the nine hundred young people was really wonderful. The cities from which they came were as far away as Haverhill in the north, and Taunton and Brockton in the south.

The most impressive exercise was by a group of students who in two-minute talks presented every phase of Junior Council Safety functioning. A close second to this was an exercise by twenty-four boys and girls from the William McKinley School of Boston, in which each told in his own way how to be entirely safe in crossing a crowded street with street cars and automobiles in abundance. While each of the twenty-four dealt with the same problem no two of them had the same approach, the same order of suggestion, or the same climax. The star act of the session was by a lad from the Mason Elementary School, Newton Centre, Philip Giddings, who had a blackboard placed on the platform and with rapid use of crayon told how the danger conditions of the bicycle basement of his school, which had always been a nuisance, always a mussing mess when the boys rushed for their wheels and made a mad plunge to get out of the building, had been transformed by the Junior Safety Council by rearranging everything, requiring entrances and exits to be used by different classes in different ways so that the rooms were emptied very much quicker, with no confusion, and without an accident. The lad used the crayon all the time, sketching the layout of the basement, all the rooms, all exits and entrances, and the bicycle stalls in the various rooms. Each of the fifty Junior Councils had some part in the exercises, and there was not a weak spot from start to finish. No school failed to come to time. There was not a dull minute when the councils had the platform. Some gave with telling effect the figures of accidents in the state and nation. Some one from each of the seventeen cities told of the record in their city before the Junior Councils were formed and the reduced number of accidents now. There was not an appreciable grammatical slip in all the exercises. There was no hesitancy. Nothing was forgotten. Everything was said impressively. No teacher directed anything. No adult was steering these young people. They knew when they were to get into the game and they got into the game in time, and were through on time. It was all a boy and girl affair, a brilliant affair.

We could but contrast the ordinary teacher affair with this student affair. We can recall no teacher affair that ever began as promptly, ran as smoothly, and was as uniformly interesting and thrilling as was this rally of the fifty Junior Safety Councils from seventeen cities in which nine hundred school boys and girls were the whole thing. They knew when to cheer, how to cheer, when to give attention, and how to manifest their approval.

We have never seen a regulation classroom exercise reveal better preparation, greater mastery of detail, or keener interest, or demonstrate greater success.

We are converted, heart and soul, to the advantage of more opportunities to let the youngsters enter into important affairs which they can handle in their own enthusiastic way. This special annual number of the Journal of Education was born that day as we saw the significance of letting the men and women of tomorrow take charge of live things in a live way today.

The Platoon Plan of Work-Study-Play

By JOHN J. TIGERT

United States Commissioner of Education

The Bureau of Education is not interested in the promotion of, or propaganda for or against, the platoon plan, or any other type of school organization, but in accordance with its policy and in response to a very general demand, the Bureau has been collecting for some years past as full and complete data as possible for distribution to those asking for information about this plan. During the past four years requests for such information have been received from over 1,200 school superintendents, principals, supervisors and teachers from all but four states in the Union.

In September, 1924, I wrote to all the superintendents of schools in the sixty-eight cities having a population of 100,000 and over, asking them to write me their opinion of the platoon system, saying: "We wish to be in a position to furnish information both with reference to the advantages or disadvantages of this plan. Give us frankly the benefit of your experience, observation and study, both as to the merits and demerits of the platoon school."

Replies were received from fifty-six of the sixty-eight cities. Of these fifty-six cities, twenty-four had work-study-play or platoon schools and all of these were in favor of the plan, although one stated that as its first platoon school had only just been started, it was impossible to give any statement of results at the present time. Counting the cities which had the plan (24) and those which did not have the plan (32), thirty superintendents, or 53 per cent. of all superintendents in cities with a population of 100,000 and over, stated that they were favorable or were planning to have schools on the plan. Twenty-two, or 39 per cent. of the total number, said they were not committed for or against the plan, or said they could give no opinion because they had had no experience, or confused the plan with the double session system, or said they had not started it because they did not have the necessary equipment. Four superintendents, or 7 per cent. of the total number, stated they were not favorable to the plan.

NUMBER OF CITIES HAVING WORK-STUDY-PLAY OR PLATOON SCHOOLS.

The number of cities having work-study-play or platoon schools continues to increase. The first work-study-play or platoon school was started by Superintendent William Wirt in Bluffton, Ind., in 1902, and in Gary, Ind., in 1907. From 1907 to 1913, four cities organized fifteen schools on the plan. From 1914 to 1920, thirty-five more cities started the plan in 148 schools, i.e., the increase was at the rate of twenty-one schools a year. From 1921 to February, 1925, fifty-three more cities started the plan. By April, 1925, ninety-three cities with a total population of over 16,000,000 in thirty states had the platoon plan in one or more schools. Half the cities with a population of 100,000 and over have one or more schools on the plan and one out of every five cities with a population of 30,000 and over has one or more schools on the plan. Thirty-one cities with a population of 2,500 to 30,000 have schools on the plan.[1]

NUMBER AND SIZE OF SCHOOLS.

In April, 1925, there were over 500 schools on the platoon plan in the ninety-three cities. Twenty-one cities, or one-fourth of the total number, have adopted this form of school organization as a city-wide policy and are adding new schools of this type each year. Twenty-one other cities have nearly half of all their elementary schools organized on the plan. Ten of the ninety-three cities have junior or senior high schools as well as elementary schools organized on the plan.

The size of platoon schools varies from schools having 100 pupils to those having 3,000. Information in regard to size of schools received from 369 schools shows that 63 have from 100 to 500 pupils; 136 schools have from 500 to 800 pupils; 137 schools have from 800 to 1,500 pupils; and 33 schools have from 1,500 to 3,000 pupils. The same city, as for example, Birmingham, Ala., will often have schools in each of these groups.

RECORD OF PLATOON SCHOOL PUPILS IN ACADEMIC WORK COMPARED WITH NON-PLATOON SCHOOL PUPILS.

Since many requests for information in regard to how platoon school pupils compare with non-platoon school pupils in academic

1. The complete list of cities is as follows: Akron, Ohio; Asbury, N. J.; Austin, Tex.; Baltimore, Md.; Birmingham, Ala.; Braddock, Pa.; Bridgeport, Conn.; Bristol, R. I.; Calais, Me.; Cameron, Tex.; Chicago, Ill.; Cincinnati, Ohio; Cleveland, Ohio; Colorado Springs, Colo.; Cuyahoga Falls, Ohio; Dallas, Tex.; Dayton, Ohio; Denver, Colo.; Detroit, Mich.; Dormont, Pa.; Duluth, Minn.; Durham, N. C.; East Chicago, Ind.; Elizabeth, N. J.; Ellsworth, Pa.; Ellwood City, Pa.; Flint, Mich.; Fargo, N. D.; Flourtown (Carson College), Pa.; Fort Smith, Ark.; Fort Worth, Tex.; Franklin, N. J.; Gary, Ind.; Greeley, Colo.; Greenfield, Ohio; Greenville, S. C.; Greenwich, Conn; Greer, S. C.; Hartford, Conn.; Hazleton, Pa.; Huntington, W. Va.; Ithaca, N. Y.; Kalamazoo, Mich.; Kansas City, Mo.; La Grange, Ill.; Latrobe, Pa.; Long Beach, Cal.; Memphis, Tenn.; Meriden, Conn.; Mesa, Ariz.; Milwaukee, Wis.; Monessen, Pa.; Montclair, N. J.; Mount Vernon, N. Y.; Newark, N. J.; New Britain, Conn.; New Castle, Pa.; Oakmont, Pa.; Ogden, Utah,; Parnassus, Pa.; Passaic, N. J.; Philadelphia (and Girard College), Pa.; Phoenix, Ariz.; Pittsburgh, Pa.; Portage, Pa.; Port Arthur, Tex.; Portland, Ore.; Providence, R. I.; Pueblo, Colo.; Rochester, N. Y.; Rockford, Ill.; Royal Oak, Mich.; Sacramento, Cal.; Saginaw, W. S., Mich.; Santa Monica, Cal.; Seattle, Wash.; Sewickley, Pa.; South Bend, Ind.; Spokane, Wash.; St. Paul, Minn.; Streator, Ill.; Stuttgart, Ark.; Troy, N. Y.; Tucson, Ariz.; Tyler, Tex.; Walterboro, S. C.; Warren, Ohio; Washington, D. C.; Wilmington, Del.; Wilmington, N. C.; Winnetka, Ill.; Woodland, Me.; Youngstown, Ohio.

work have been received, the Bureau has made a point of collecting information on this subject. Information received shows that in all cities where educational tests have been given comparing the work of pupils in academic work in platoon schools and in non-platoon schools, the standing of the platoon school pupils in academic work is equal to or superior to that of the pupils in the non-platoon schools. The fullest reports have been received from Birmingham, Pittsburgh and St. Paul.

Superintendent C. B. Glenn of Birmingham, Ala., reported to the Bureau in 1924 that:—

"During the past school year two groups of children in grades IV. to VIII. were selected by the Department of Research of the Birmingham Public Schools, one from several non-platoon schools, the other from several platoon schools. These children were approximately equal in their ability to learn, and the amount of learning already acquired, in intellectual maturity and in the number of days in attendance during the period of investigation. On December 15 they were measured by a standardized test in arithmetic, reading, history, literature, language, geography and spelling for the amount of learning they had acquired up to that time. Four months later they were measured again by a test of equal difficulty to see how much they had gained in all these subjects. This test shows that, while the average pupil in the non-platoon schools made a gain of nearly fifty-one points in his score, the average pupil in the platoon schools made a gain of almost sixty-six points in the same period, or 29.5 per cent. more than the one in the other type school. The amount of gain is such that, according to the experiences of the best authorities in educational measurement, should the investigation be repeated an indefinite number of times, the chances are twenty to one that there would be a substantial difference in favor of the platoon schools."

A report issued in October 22, 1924, by the Department of Research and Measurement, Pittsburgh Public Schools, Pa., publishes the results of educational tests in spelling and arithmetic given to pupils in platoon and non-platoon schools. Pittsburgh now has forty platoon schools. The report states that:—

"In arithmetic it is evident that the platoon group is superior in all grades in that function of arithmetic which we call reasoning. The platoon schools, however, maintain almost the same supremacy when the scores for correct answers are considered. At no point do they go below the corresponding median score of the non-platoon group. . . . All grades considered in both arithmetical accuracy and arithmetical reasoning, the platoon type of school organization in Pittsburgh shows superiority over the non-platoon type. Previous surveys in spelling and reading show similar superiority in favor of the platoon group. This superiority in the three R's is worthy of commendation in view of the fact that the platoon school carries an enriched curriculum. In addition to all the other excellent enriched activities, the platoon schools in Pittsburgh furnish more adequate training in the three R's than do the non-platoon schools." [2]

Superintendent S. O. Hartwell of St. Paul, Minn., in an article published in the Elementary School Journal, February, 1925, "A Sidelight on Platoon Schools," gives the result of tests in platoon and non-platoon schools in spelling, arithmetic, reading and language. He prints graphs which he summarizes as follows:—

"There was clear advantage of the platoon schools over the other schools not only in the general curve for each subject, but in practically three-fourths of the grades, subject by subject. . . . Two factors seem to be largely responsible for the success of the platoon schools. First, the academic teacher of platoon classes is relieved of most of the special work. . . . The teacher's freedom from special subjects, therefore, makes for better concentration on the part of both teacher and pupil in the regular recitation, and concentration produces results. Second, supervision is better adjusted, an advantage in both the regular and special subjects. In a word, the teaching staff in a platoon school is seldom intrinsically superior to that in other buildings, but it is better classified and organized, which, in turn, leads to improved results."

CONFERENCES HELD BY THE UNITED STATES BUREAU OF EDUCATION ON THE PLATOON PLAN

During the past four years the Bureau of Education, at the request of superintendents having platoon schools, has organized four National Conferences on this plan in order that those who have had experience with these schools and those who wish to organize schools on the plan might have the opportunity for exchange of technical information in regard to the actual operation of the plan. Since it is not the custom of the Bureau to continue such conferences in any field of school work after the group has grown sufficiently large and well organized to continue the work on its own account, the last conference on platoon schools conducted by the Bureau was held in Cincinnati in February, 1925, at which conference the group organized a National Association of Platoon and Work-study-play Schools. The Bureau, however, will continue, as in the past, to collect and distribute data on this new type of school organization to all those asking for such information.

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2. Arithmetic Survey, Pittsburgh Public Schools, Department of Research and Measurement, Bulletin, No. 6, October 22, 1924, page 37.

The World's Largest School

By EDWARD J. TOBIN
Superintendent, Cook County, Illinois

The biggest school in the world—a school which has more than 20,000 pupils in regular attendance and is growing week by week to more enormous proportions—has come into existence in Cook County.

It was inspired by radio, created by radio, and is constantly being enlarged by radio.

It is taught via the radio.

The enrollment in Cook County alone is at least 10,000 and there are as many more down state and in the adjacent portions of Indiana, Michigan and Wisconsin.

Sessions are held every Friday. The period from 2 to 2.45 is the "Little Red Schoolhouse." Half-hour programs are broadcasted from WLS, the Sears-Roebuck Station, Chicago, on every Friday. The first program was broadcasted at 2 p.m., Friday, February 20.

The plan is to use the radio for broadcasting real educational projects. The "Little Red Schoolhouse" sessions are made up of lessons prepared and given by the pupils of a different rural school each week. Each of the seven Country Life Directors selects one of their schools to give a program. Pupils and teacher have seven weeks to prepare the lesson under the direction of their Country Life Director, who chooses the topic, helps in its preparation, and aids the teacher to make the lesson as rich as possible educationally, as well as correct pedagogically and microphonically.

The idea of having different schools broadcast met with instant approval, not only from the pupils themselves but from their parents, and now it is a common sight to see many of the older folks in the classrooms when the pupils go on the air.

The ancient country school custom of using the last hour of the school session on Friday afternoon for the speaking of pieces, etc., has been revived in the county schools of Cook County, with this difference. Instead of each one of the 175 different schools holding its own program, one school puts on the program and it is broadcast by radio to the remainder.

These weekly radio programs are given by rural schools, selected because of their recognition in vitalizing some school subject. Programs are of the pupils, by the pupils and for the pupils.

Radio does vitalize school life. Model school lessons broadcasted by pupils and teachers are brought right into the school to the listening pupils. These radio lessons are followed by a discussion in the listening-in schools. Music, lectures, the play and model lessons carried in on the air are ready when needed to enthuse, to inspire, to inform.

In a year or two every home will have a radio. Every school should have a radio now. The teachers, superintendents of schools and educators should prepare school radio programs that will fit the needs of the different types of schools, rural, city and high.

Movies, theatres and newspapers have been severely criticised for presenting salacious material, pictures, plays and reading to the detriment of the youth of our land. That charge can never be made against radio in the schools. The teachers, principals, and superintendents are the censors of what will be permitted to come in on the school radio. These censors can be relied upon to exclude anything their pupils should not hear at school.

Radio in the school will enable teachers to train their pupils how to get the most out of the many radio programs now available. It will furnish an opportunity to cultivate a taste for the best. This ought to be done by the schools before radio tastes and radio habits are formed by listening in at home and other places where the constant censorship of a teacher is impossible.

Radio will banish the dullness and lethargy of the isolated rural school. Radio is going to bring acquaintance with the best music. Appreciation of the best will follow. Radio will bring the pupils in every schoolroom in America in a closeness of contact with important events which has been impossible heretofore. Listening in on a talk by the President from the White House, by the Governor from the State House or the reports of a world series ball game, comes close to taking a personal part.

I believe radio offers the greatest opportunity for vitalizing school life and school activities that has ever come to the schools. Radio as school equipment will take its place along with maps, books, pianos and blackboards.

Cook County's Slogan—"Buy, borrow or beg a radio."

A citizen who is in favor of the enforcement of only the laws for which he has voted, and in the principle and wisdom of which he agrees, is not a law-abiding citizen of a democracy. He has something of the autocratic spirit. He is willing to govern but not to be governed. He is not willing to play the game according to the rules of the game.

—Chief Justice William Howard Taft.

Our Vanishing Illiteracy

By CORA WILSON STEWART

Chairman, Illiteracy Commission, National Education Association

Fifteen years ago nobody believed that illiteracy could be wiped out of the United States or even out of a single one of the forty-eight states that make up this nation—or if anybody had such belief there is no record of it to be found on any library shelf or among newspaper files, or even in the memory of the oldest citizen. Illiteracy was a thing that had always been with us, and people thought it would continue to afflict man until the end of time. How greatly public opinion has changed during the fourteen years of the illiteracy crusade. Three of the states, Vermont, Delaware and North Dakota, expect to wipe out illiteracy during this good year of our Lord, 1925. Delaware has 10,000, and the other two states have less, and they can do it. Mississippi expects to teach her 22,000 white illiterates this year in preparation for a drive on her colored illiteracy, her bigger problem. Oklahoma has been campaigning steadily for several years to wipe out illiteracy, and is confident of finishing the job next year. "I've taught up all the illiterates in my district," wrote a colored teacher to the state superintendent of public instruction. The teacher had taught his day school, had taught the adult illiterates in the evening, and in the hours between had gone into the homes and taught individually the timid and indifferent ones. With teachers of such spirit and leaders such as M. A. Nash and Victoria Lyles, Oklahoma can teach the remainder of her 56,000 illiterates during this year and next without a particle of fatigue.

South Carolina has originated a unique and most important week among those celebrated for special things. It is "Write your name week" and is the time for starting illiterate adults to learning. What could be more stimulating to them or more inspiring as a beginning than the writing of their own names and the removal of the odious cross mark? This week, by the way, is one of the many useful plans of that great genius, Wil Lou Gray, who so ably leads South Carolina's forces in the crusade against illiteracy.

North Dakota had many splendid schools this year, four of them for illiterate Indians. Indian mothers on one of the reservations walked in and begged to be taught so that they could write to their married children. The schools were organized in response to their plea. They crowded in and learned amazingly. Twelve North Dakota counties have lowered their number of illiterates below ten. Some of these had several hundred. Golden Valley County has not one illiterate left. Minnie Jean Nielson and Hazel Nielson are irresistible, and illiteracy cannot survive the wise and effective attack they are making.

New York is demonstrating a valuable thing—the literacy test for new voters. Nebraska has finished a state-wide survey to find its illiterates. Colorado held in April its second annual State illiteracy conference. Arkansas is living up to her slogan, "Let's sweep illiteracy out of Arkansas." Georgia is raising funds through a $3.00 scholarship for illiterates and is campaigning the Legislature to give her State Illiteracy Commission an annual appropriation to enable it "to carry on."

East, West, North and South the battle rages and the slogan, "No illiteracy in the United States," has been caught up and sounded seriously to the furthermost corners of the nation.

Plans of the World Federation

By WILLIAM F. RUSSELL

Dean of Teachers College, Columbia University, New York

From July 20 to 28 there will occur in Edinburgh, Scotland, the first meeting of the World Federation of Education Associations. This organization, the preliminary plans for which were perfected at San Francisco two years ago, has as its purpose the promotion of peace and good will through education—"The world awaits the processes of education," reads the official announcement, "in order to stabilize and make permanent the friendship, good will and justice which should prevail among nations. . . . To this end, the educational forces of the nations are being brought together for conference on the phases of education which have direct bearing upon the desired results."

Among the chief problems to be considered are the Herman-Jordan plan with all its various ramifications and implications, the possibility of a world university, international exchange of educational ideas, co-operative research, and, of course, all the matters entailed in the permanent constitution, function and support of the organization itself.

The delegation from the United States goes with the instruction only to act as a true

representative of the National Education Association, to co-operate in every way, that it may "aid in advancing the time when every child in every land may have that educational opportunity which gives a fair start in the race of life"; and to assist the World Federation in becoming a clearing-house for the best thoughts and for the most pronounced developments in education throughout the world.

Just as the educators in the United States in attending the meetings of the National Education Association give the best of their own experience and take the benefit of the experiences of others, so the American delegation in its contact with the delegations from the educational associations of other lands will both give and receive. It is our hope that from Edinburgh will be brought back to the United States at least an idea of the significant development in other parts of the world, that our educational provincialism may be broken down; and that by learning of the accomplishments, the aims and aspirations of other teachers we may take our just part in the development of those processes that may bring friendship, good will and justice among nations.

Teaching Safety in Brooklyn

By CLARENCE E. SPAYD

Secretary of Brooklyn (N. Y.) Safety Council

Saving human lives is one of the innovations adopted with remarkable success in the public and parochial schools of Brooklyn, New York, through the medium of Junior Safety Councils organized by the Federation of Women's Clubs under the direction of the Brooklyn Safety Council.

Human lives are more important than anything else in the world, and therefore no methods can be too severe to save them, but most of us, because we have this precious thing with us at all times, seem to forget about it and become inordinately careless about taking care of it. This being the prevailing situation throughout the United States, if not the world, and because we saved 127 lives in Brooklyn last year, at the same time preventing over 5,000 others from being hurt, which tops the record in the United States, Dr. Winship asked me to tell his readers about how we did it. Indeed, these phenomenal results attracted the attention of Secretary Hoover when he called the National Safety Conference at Washington last December, when a thousand delegates were present from all parts of the United States, and our unique methods and results were the topic of discussion.

We performed no miracles in Brooklyn to accomplish this result, but merely applied the human interest touch and plain business principles to the situation, thereby arousing our two-and-a-quarter million people to the realization that saving life and limb is an individual —a personal job for each one of them. Since 65 per cent. of the fatalities on the highways are children, we concentrated our efforts on our schools.

Every Brooklynite is thinking, talking and acting safety, because he reads about it in his newspaper; the children come home from school, where they are members of the 400 Junior Safety Councils organized in the schools; our executive committeemen have addressed over 150,000 persons with illustrated lectures during the past six months; everywhere they see our posters, "Always Be Careful"; "Stop and Think—Wait a Minute and Save a Life"; "Save Your Life—Cross at the Cross Walks"; "Twenty-three Lives Saved During January and February of 1925—Make It One Hundred and Fifty by Christmas"; "Look Out or You May Be the Next One to be Killed"; they read "I Am a Safe Driver," a four-inch red sign which we placed on the windshields of all our 125,000 pleasure cars; huge Death-O-Meters fourteen feet high in white, black and red letters, "Slow-Up—What's Your Hurry? Make Brooklyn Safe," with figures showing the number of deaths and accidents day by day, are to be seen everywhere.

At the State Conference of the Massachusetts Safety Council, held in Boston last month, I told those safety experts how thirty of our best-known and busiest business men unselfishly incorporated themselves into the Brooklyn Safety Council, because they were horrified with the useless slaughter and maiming of our people. We decided to give a lot of ourselves to this job. Everyone is giving that real intimate thing which cannot be bought with money, and that is service in behalf of others. We have no salaried officials. We have no personal axes to grind, and we keep politics, religion, sect and creeds out of our activities.

When we remember the unavoidable deaths on the highways of the United States during the period of the World War were more than twice the number of men we lost on the battlefields of France, every teacher should realize the responsibility of making this country safer for everybody. Folks must be taught

to exercise a little more care, to think a little more intently, to school themselves to guard against incurring danger needlessly.

A very large portion of the 22,600 deaths and 678,000 serious personal injuries, which was the annual traffic toll for last year in the United States, have happened to men, women and children on foot. Nearly 80 per cent. of our street and highway accidents were due to the automobile, and this record is growing, while the accidental deaths in our country from other causes is steadily decreasing, due to better safety measures. During the past ten years automobile accidents have doubled, 14 per cent. of this increase having taken place last year.

With all the school teachers of the United States interested and teaching their children safety, phenomenal results are sure to follow. We must find constructive measures to meet the crisis of tens of thousands of deaths annually, with hundreds of thousands of serious personal injuries, and millions of property damages, accompanied by an economic loss to this country of the staggering sum of about six hundred million dollars yearly.

The key to this entire problem is found in the schools. Little lives are pleading now—not those already gone—their tiny books are forever closed—but those who inevitably will be sacrificed during 1925 unless we move quickly to save them. The call is clear and distinct. It is the cry of distress—an appeal for help—the voices of children. If you love them, then save them.

The great difficulty with most communities where they organize Safety Councils is that they start wrong by raising huge sums of money, in the hope that they can buy safety with it, because you cannot commercialize this safety work. We went out among our big business men—we saw the commissioner of our police department, our borough president, our ministers, the man at the head of our schools, the leaders of the boy and girl scouts, and we have fifteen hundred of these scouts in Brooklyn, our women's clubs, and without exception we received their whole-hearted cooperation from the very beginning, and have it today in our campaign to make Brooklyn safe.

To stimulate interest in safety among our half-million school children we brought Jackie Coogan to Brooklyn last fall; invited all the youngsters of the borough to come out to Prospect Park to see, hear and talk with the idol of the juvenile world. We advertised Jackie as the "Wait a Minute and Save a Life Boy," and over 100,000 children responded. Although our street fatalities had been almost one a day for nineteen days not a person was killed, and the injuries were reduced by half. Over the microphone and loud speaker Jackie exhorted the multitude, covering five acres in front of him, to look out or any one of them might be the next to be killed on the street, and "I want you all to stay away from danger." Even today the children can be heard saying they wish to obey Jackie. A reel of movies made of his visit packs any auditorium when we announce a safety entertainment. The psychological effect of his visit will never be forgotten.

It is due to the 40,000 members of the Long Island Federation of Women's Clubs that we have succeeded in making daily personal contact with safety teaching among over 300,000 boys and girls in our schools. These women are the first of the federated clubs of America to launch into educational affairs on such a huge scale. And it will be interesting to the women of the United States to know that much of the success of this juvenile undertaking is due to the businesslike methods which the clubs adopted from the very start. The same measure of progress can be attained in any community, because there is no special short-cut to this success.

The work was inaugurated by the Safety Council assembling the three hundred or more executives of the Long Island Federation of Women's Clubs for several meetings, when they were carefully instructed how to proceed in the organization of these juveniles. These representatives then appeared before their respective clubs, transmitting to them the lessons they had been taught, two members then being appointed to organize Junior Safety Councils in the school building to which they had been assigned.

Junior Councils are only organized in the junior grades. The officers consist of a president and secretary. A patrol leader, with authority to choose his assistants to guard the crossings within four blocks of the school, is carefully selected.

The king-pin or binding link which seems to make these juvenile organizations enthusiastically successful is the juvenile court, consisting of a judge, district attorney and clerk, which tries the youngsters who persist in violating regulations laid down looking to their safety while on the street. This results in teaching the youngsters discipline, law and order, respect for their elders, and inspires a desire to treat everybody justly. Teachers are unanimous in declaring that the organization of these Councils has greatly helped in their work, stimulating a desire to please, and therefore unconsciously interesting everyone of the youngsters in the safety idea.

Because the chief patrolman and his assistants wear large badges proclaiming their rank and authority, they naturally are very proud of the honor conferred upon them. This naturally has a steadying effect upon the children who are inclined to be indifferent to study and discipline. Wherever Junior Safety Councils have been organized school conditions have been improved.

School Progress in Massachusetts

By PAYSON SMITH

Massachusetts Commissioner of Education

Among noteworthy educational achievements in Massachusetts during recent years has been the development of health and physical education, special classes, the junior high school, consolidated schools and financial support.

PHYSICAL EDUCATION AND HEALTH

No movement in education has, during the last half century, made such rapid progress as has health and physical education during the past five years. Since the enactment of the law requiring all towns to employ a school nurse in 1921, 99 per cent. of the school children of the Commonwealth have come under school nursing service.

Since the enactment of the law of 1921, requiring the teaching of "indoor and outdoor games and athletic exercises," more than 300 teachers and directors of physical education have been employed.

The work of the school physician, nurse and teachers of physical education is thoroughly correlated. We find thorough physical examinations (often stripped-to-the-waist) are being given. Defects are noted. The school nurse visits the home and wins home co-operation in having the child correct habits of diet, sleep, posture, etc. The teacher or physical director of education prescribes corrective physical exercise. The two agencies are first discovering the needs of the individual and then providing the necessary training to meet his needs.

Significant points are: (a) The development in many school systems of the pupil leadership plan; (b) more thorough physical examinations, in several cases stripped-to-the-waist, and in a few instances, as in Chelsea, stripped examination available with silhouette photographs showing posture of individuals; (c) classroom instruction in hygiene by teachers of physical education and nurses; (d) credits in junior and senior high school for physical education; (e) all new schoolhouse construction during the past five years liberally providing for both outdoor and indoor physical education programs.

SPECIAL CLASSES.

Classes of many types are carrying on opportunities for mental, physical and vocational development to numerous children throughout the State who otherwise would be deprived because of physical or mental handicaps from having many of the educational advantages enjoyed by the normal child.

Many of these classes have been established because of a desire on the part of the people in our towns and cities to offer equal educational opportunities to all children.

Only one type of special class is required by law. In the case of towns and cities having ten or more children three years or more retarded a special class is required. There are 389 classes of this type maintained.

The hospital classes in New Bedford; the itinerant teacher in Holyoke for those pupils ill at home or in the hospital; classes for the hard-of-hearing; for the conservation of eyesight; and for speech improvement are excellent examples of the effort towns and cities are making to give educational opportunities to every child regardless of physical condition.

JUNIOR HIGH SCHOOLS.

During the past six years Massachusetts has expended over $52,000,000 for school buildings. Over half, in fact, 51 per cent. of this expenditure has been for buildings erected to provide for the junior high school form of organization. This is conclusive evidence that the people of the Commonwealth have definitely committed themselves to the junior high school idea.

This survey shows quite clearly that new construction is providing liberal facilities for extra-curricula activities, physical education, manual and domestic arts, and in many cases music and art. In not a single instance has a town or city in its building program failed to provide the necessary accommodations for a liberal program of studies. It is quite evident that college preparation is no longer considered by the people of the Commonwealth as the chief aim of our school system.

In nearly every community in Massachusetts where new buildings are being constructed, the 6-3-3 plan is being followed. There are now 165 junior high schools in Massachusetts.

CONSOLIDATION OF SCHOOLS.

Massachusetts was the pioneer state in the consolidation movement that has now assumed so large proportions throughout the country. Since the beginnings in Greenfield, Montague, and Concord in the 'seventies and 'eighties, the movement has gone on until at the present time about 50 per cent. of the towns of Massachusetts under 10,000 population have all or nearly all pupils assembled in a centralized school plant.

Of the towns less fortunate in this respect, practically every one is able to report some measure of consolidation varying in degree all the way from the union of one or two very small one-teacher schools to that of almost complete consolidation. A Federal publication is authority for the statement that Massachusetts has a smaller percentage of its teachers in one-room schools than any other states in the Union.

FINANCIAL SUPPORT OF SCHOOLS.

Public opinion throughout the state and the nation has, during the past few years, been very favorable to tax reduction and programs of economy in all public activities. Many persons feared that such public opinion might be dangerous to the welfare of the schools. That their fears were groundless is shown by the following statistics:—

Appropriations for school expenditures in 316 of the 355 municipalities of Massachusetts are made in town meeting. In the thirty-nine cities, city councils or boards of aldermen make such appropriations. It is interesting to note that in our town meetings (recognized as the most democratic form of government in the world) and city governments appropriations for current operating expenses of schools were, for 1924, fifteen per cent. greater than for any other previous year. Appropriations for 1925, so far as reported, show a consistent and encouraging increase over those of last year.

The expenditure for capital outlay (buildings, grounds, etc.) during 1924 was $11,769,875.

The people of the Commonwealth believe in education, and it is evident that they believe it should have adequate financial support.

Worth Seeing in New Hampshire

By E. W. BUTTERFIELD

State Commissioner of Education

Sometime this year you will spend a few days or a few hours in New Hampshire. Everyone does. It may be a business trip to an industrial city. It may be that you are traveling to Maine or to Canada. It is more likely that you are a vacationist and New Hampshire is your goal or on your itinerary.

Whether you see New Hampshire from the windows of a Canadian-Pacific sleeper or from the steering wheel of an automobile, whether your aim is a restful week end at camp or hotel, or is a view of the spring flowers on the Charlestown meadows, the autumn leaves on Mount Kearsarge or the Cheshire county pines bending under their cloaks of snow, New Hampshire welcomes you and asks you as one interested in education to notice three sign boards and their directions.

MORE SCHOOL TIME

You will find that New Hampshire is a state of open spaces. The main highways and the state roads lead you by cottages in mountain recesses, by the temporary cabins of the wood choppers, by farm buildings which show paint and prosperity but no near neighbors, by isolated hamlets and cross road dwellings, by deserted homes where the forest closes in again, and, when you think that civilization is passed, suddenly the road is lined by wholesome children, for you have come to a rural school. There are seven hundred of these one-room rural schools, and I wish you to note them carefully, for they are no longer ragged beggars by the roadside. Most of them are white painted, remodeled, with ample windows and home toilets, and with yards neat and recently enlarged.

These schools are in towns of little wealth. The children are from remote and humble homes, but now for six years these young people have had a full school year in a well-taught, well-supervised, well-furnished school. Transportation, of course, is necessary, but in the entire state last year only nine small schools failed to be in session for at least thirty-six weeks. Only a few years ago twenty weeks was the common school year for rural schools.

New Hampshire's first attempt is to increase the actual hours of profitable instruction. To this end it builds up the health of school children, it does not permit truancy, it eliminates many holidays and no school days, and it aims to keep pupil and parent interested. Without increasing the cost of schools as measured by the number of school weeks, it has eliminated lost time by more economic administration.

The first sign board is the one which says, for all children in poor towns as well as in rich ones: "More School Time."

BETTER TEACHERS

I hope that you will plan your New Hampshire trip so that you will pass through Plymouth and Keene. You should see at these normal school centres the new buildings and the recent development of established school plants. You should see the scores of wholesome, alert young women who fill the recitation halls and give color to academic yards and campuses.

In 1918 we had a total enrollment at these schools of 240. Now we have over 750. Our definite aim is in these institutions to train New Hampshire students until every school in the state has a trained and qualified teacher. This goal is now within sight. Our formula is this. Choose country girls early. Educate them in country high schools. Train them in the state normal schools. Place them in schools in country towns and in these schools pay and treat them well. They then will render these towns high service for just five years. Then they will marry the most progressive young farmers in these towns and

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settle there. In our opinion, this is the rotation of crops which will save rural New Hampshire. We believe that in school betterment there are but two essentials, school time lengthened in duration and vitalized in execution and better teachers.

Our second sign board, therefore, says: "More and Better Teachers."

WE EQUALIZE THE COST

As you pass on through the state you will see evidences of wealth, refinement and leisure everywhere. You will see great estates, palatial residences and cities of busy industry. In 1840 children and wealth were equally distributed and artificial town lines drawn by the erratic king—he always granted charters during his fits of madness—could not separate taxable wealth and needy children. Now the wealth is localized and the children scattered, but the state is amply able as a whole to educate all its children. For this reason we are taxing the wealth of the state wherever it is for the benefit of the children wherever they may reside. For the children of Acworth, of Pittsburg, and of Gilmanton are equally the children of New Hampshire.

Our third sign board is: "For the Benefit of the Children, We Equalize the Cost."

Industrial Education in the New America

By JOHN M. BREWER

Bureau of Vocational Guidance, Harvard Graduate School of Education

Industrial education is in a state of transition because the experts disagree in the working out of its placement in the school and industrial system and in its scope, methods and materials as well. They are fairly well agreed on the aim, since this is obviously already marked out for them as the attainment of efficiency in the common industrial occupations needed by society. The present writer has some proposals to make for the discussion of the readers of the Journal of Education.

(1) It seems clear that public money is not well expended unless the individual of his own intelligent consent has entered into the industrial curriculum. If he takes the course in plumbing because he has been failed in Latin or because the school principal has refused to admit him to the commercial course, he is not likely to make a worthy citizen in the industrial field. Vocational choice cannot be based upon failure; it should rather be based on the exploration of one's ability, consideration of all the alternatives, pride in the accomplishment, interest in the occupation, abilty to succeed, and willingness to invest one's life in the particular occupation under consideration. The new America needs builders, assemblers, machine operators, and factory workers who have based their choices on an adequate system of vocational guidance which includes self-discovery, knowledge of occupational opportunity, and opportunity for a wise choice.

(2) The industrial curriculum will itself provide for some general work at the first, with later specialization. A vestibule should be provided to serve the purpose of try-out experiences to guide the further progress of the students. In the school for building trades in San Francisco, in which the writer taught for five years, all the new students were required to diversify their work as a basis for later specialization. Here the provision of the Federal Bill for cities under 25,000 population is suggestive. The "general industrial plan," as it is called, allows for greater versatility than does the unit trade curriculum. Some such versatility of industrial experience is valuable as a basis for later choice. Indeed the large amount of routine work in industrial life and the small number of trades requiring high-grade, specialized skill, together with the mobility of American workers and the progress of invention suggests the possibility, now up for the consideration of industrialists, whether versatility in handicraft skills is not a better preparation for industrial occupational life, at least for the great majority of industrial workers, than specialized training to the exclusion of such versatility.

(3) A recent collection of statistics on 4,374 cases of discharge from industrial plants indicates a fact of startling significance for purposes of vocational training. Almost two-thirds of these discharges were caused by lack of social understanding, and less than 26 per cent. were caused by mere incompetence in skill or technical knowledge. If this analysis is significant what shall we think of the program of vocational curriculum which gives half its time to practical exercises for skill and almost all the other half to technical knowledge, with a bare course in "general" civics for the rest? If tact, promptness, good will, co-operation, ethical behavior, consideration for one's fellow workers, co-operation with employer, association with fellow workers, union membership, collective bargaining, and other such social and ethical activities and habits are important for holding one's job, must they not be incorporated into the program for industrial education and definitely applied to the job of the electrician, auto mechanic, and machinist?

(4) The highly organized industrial curriculum cannot be successfully pursued, at

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least on the technical side, by all of the students who present themselves for such training. On the other hand occupational life itself requires many workers who have a low level of skill, such as assemblers, repetitive operators, porters, etc. The vocational school should therefore organize a horizontal curriculum on a low level of skill for those students who cannot proceed vertically to highly specialized study. Here versatility is again important.

(5) A follow-up service for research purposes is a great present necessity as a measure of the effectiveness of industrial courses. This service should lead to the improvement in the work of the school and should include not only the graduates, but also those who for any reason whatever have left the school without completing their work.

Educational Value of the Drama

By DAVID STEVENS

Editor, C. C. Birchard Company, Boston

Since the days when the drama was represented in the classroom by "dialogues" spoken by self-conscious children in their best clothes on afternoons devoted to literary exercises, the dramatic art has gradually risen in the estimation of educators as a potential influence of value, until the school dramatic club has become an institution, popular with students and looked upon by principals and teachers, if not always with unqualified approval, at least without the marked disapproval that formerly prevailed when the school tradition was against "play acting."

We are not considering here the study of the drama in the academic sense; the subject has passed into the curriculum and its educational value is not denied. But the question of not only studying but acting the play has been the ground of considerable discussion, and in some minds is still an open one.

However, to interested observers of school plays it has been fairly demonstrated:—

First. That acting a part in a play develops certain qualities of mind more quickly and surely than any other method. The study of human motives and reactions involved in a dramatic story awakens in the serious student an ambition to picture them through his own consciousness and by his own chosen means. Mental discipline of great value is imposed which the pupil receives willingly and often unconsciously. A high degree of art is not required of him; but every genuine effort to interpret the author's meaning by intelligent action enlarges the student's capacity for observation, analysis and deduction.

Second. That from a physical viewpoint acting has a distinct cultural value. Grace of carriage, certainty of movement, distinct and musical utterance, all are imparted by the practice of acting under intelligent guidance. This is a most important consideration and correlates the subject with that of physical culture.

Third. That the non-acting members of the class derive a marked stimulus for the study of the drama and its related subjects. The critical sense is awakened and under proper guidance can be exercised to the advantage of all concerned.

Fourth. That the creative impulse is greatly stimulated through the occasion for making scenery, costumes and other accessories; and the student is often stirred to compose a play of his own, an ambition which, rightly directed, is productive of good results.

Fifth. That generally, from kindergarten to college, the drama in judiciously regulated forms has proved to be an unsurpassed influence in developing self-expression, imagination, self-confidence, grace, diction, initiative and various forms of artistic feeling not only among the actual performers, but throughout the class.

Naturally the educational value of the drama in school performance rests largely upon the choice of material. Here the discretion of the teacher is responsible and a wise selection must be taken for granted.

Also it is important that the principle of team-work should be made the keynote of all such activities to the exclusion of individual ambition to outshine others. The "limelight" feature of the stage should never be permitted in school dramatics. It is the thing that has caused the most trouble to teachers.

Strictly speaking, children's plays and school operettas do not belong in the category of drama; but they are within the realm and due thought must be given to them. These forms of study and entertainment (always assuming worthiness) have been found beneficial to the mental health of the school. In the case of operetta the music study involved adds another item of value and interest, correlating the subject with the study of music. In many grade schools music plays (sometimes made by the children themselves) form a part of regular project work, and in at least one New York school physical culture has been dramatized in a manner that calls into play the child's mind and body with marked benefit to both

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by the use of little imaginative musical plays that emphasize rhythm, grace and healthful exercise.

The recreational aspect of school dramatics cannot be overlooked, but like all other forms of recreation, it can be overdone. But it is worthy of note that few, if any, forms of relaxation combine so successfully the elements of useful study and highly enjoyable diversion.

"Be Prepared"

By JAMES E. WEST

Founder and President, Boy Scouts of America

Fifteen years ago the Boy Scout movement was first incorporated in this country. Since then over two million boys have subscribed to the Scout oath and law—enough citizens to constitute a real influence in the life of our country. The scout idea has been enthusiastically supported in city and village, by educators, social workers and religious leaders of every denomination. Scouting is a game that the boy delights to play; he revels in the camps, the hikes, the swimming and the nature study, and the handicraft, the romance of the scout uniform and the picturesque ceremonies. But we in the Boy Scout movement are building fundamental principles deeper than these things.

FAITH IN OUR BOYS AND GIRLS.

We hear a great deal in these days about the decadence of our boys and girls. Some people would have us believe that we ought to be very vitally concerned about them. I agree with that, but I am not among those who believe that the boys and girls of America today are any worse than they were a decade or two ago. Indeed, I am inclined to argue, and I think with some basis of reason, that, taking everything into consideration, the boys and girls in America today are better than they ever have been. We are living in a changing age, and we are obliged to adjust ourselves to new conditions. Are we giving a sufficient guidance to these young people to help them to cope with this altered civilization? Are we sending them out into life with the proper equipment, the mental equipment, the moral equipment, to meet squarely the problems that will come to them?

TRAINING FOR CITIZENSHP.

We in the Boy Scout movement are trying to develop the boys of the nation into men of character trained for citizenship. We are endeavoring to give them, if you please, the kind of training that will prepare them for their future responsibilities as citizens. Of fundamental importance is physical fitness. This we develop throughout out-of-door activities rather than athletic schedules. Our camping program and general scout work develops strong bodies and brave hearts.

VOCATIONAL GUIDANCE.

Another important feature of our work is vocational guidance. There is urgent need in America for training in this direction. This was revealed in a striking way during the war, when it was necessary to give special vocational training to 1,250,000 men in service in order to fit them for various occupations that urgently needed trained workers; and yet there were still 500,000 vacancies requiring vocational skill at the close of the war. Through our Merit Badge system we make it possible for the boy to secure training in some seventy subjects, ranging from such practical activities as plumbing, carpentry, agriculture, dairying and printing, to music, astronomy and chemistry. Over 149,000 boys won badges in these merit badge subjects last year; more than 1,200,000 boys have had the advantages of such training since the beginning of the movement. A pamphlet has been prepared for each subject by an expert. They are constantly revised, brought up to date, submitted to authorities for suggestions, and the series is being extended. This library is more than a series of textbooks. In scouting the emphasis is on doing rather than on mere learning, and the boy is stimulated to achievements in actual activity.

READING PROGRAM.

In its development of a reading program the Boy Scouts of America has made a notable contribution to the boyhood of the nation. It was through the National Library committee, in co-operation with some other institutions that the movement known as the Children's Book Week was originated, and which is now observed nationally. We cannot overlook the number of hours the average boy spends in reading. There is today an abundance of stuff on the news-stands besides which the old dime novel was a tract. There are laws to prohibit it, but few people concern themselves. There is more filthy and suggestive literature sold openly today than at any time in our country's history. To combat this harmful influence on the minds of boys, the National Library Committee supplies annually a list of books which have been personally examined and recommended. In addition, a splendid series of classics that appeal to every boy is issued at a price within the reach of his purse. Through Boys' Life, the official Boy Scout Magazine, for all boys everywhere, a wonderful collection of stories, articles and departments is issued.

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The writer regards the contribution of the Boy Scouts of America to the reading program of the boys of America as one of the real achievements of the movement.

LEADERSHIP TRAINING.

Another important advance is in leadership training. This is accomplished by what is known technically as the "Patrol Method." Through this plan boys are placed in positions of responsibility and leadership, and by "learning by doing"—the scout method—develop real leadership ability. There is ample adult leadership, of course, for hikes, camps, and all activities where it is desirable.

The enthusiasm which has followed the use of the Patrol Method, and the remarkable results that have been attained, demonstrate that many boys have abilities which have hitherto never been developed, and which might never be suspected under a different system of training.

THE SCHOOL AND THE CHURCH.

Still another factor which is responsible, to my mind, in a large degree for the success of Scouting in America, has been its close co-operation with those two great agencies that work with the home in training our youth—the church and the school. I believe the only solution of the problems of the day can be found in the development of the agencies that train the character of our boys and girls. The Boy Scout movement is definitely related to the churches of America. We have this direct statement in the Scout law: "A Scout is reverent toward God. He is faithful in his religious duties and respects the convictions of others in matters of custom and religion."

President Coolidge recently expressed a profound truth when he stated that the American democracy cannot depend upon mere law for its effectiveness. Democracy is dependent upon the education of its people and further, he said, the American democracy is dependent upon that kind of education that includes religious instruction, involving the development of moral fibre and character, not only conscience, but courage and the power of determining what is right and what is wrong, and then, power to choose what is right and leave undone what is wrong.

STRENGTHENING EDUCATIONAL AGENCIES.

To my mind the most important task we have before us today is the strengthening of these great agencies that deal with the education of youth, the school and the church. It is because the Boy Scout program is effective as a supplement to these agencies that it has met with their enthusiastic support. Through our recently established Bureau of Church Relationships scout troops are being organized in such large numbers that over 50 per cent. of all our troops are connected with a church. The Committee on Boy Scouts and Public Schools, and the National Committee on Education, of which Dr. John H. Finley, associate editor of the New York Times, is chairman, are promoting scout work in the schools in the same way.

These three agencies have the same end in view towards which our combined service is directed. What the Boy Scouts of America is seeking to do is to give America more men, physically strong, with the right attitude of mind toward the duties of citizenship, of sound, well developed characters. That will mean a class of citizens who will preserve the traditions upon which America was founded, citizens who will participate actively in their country's activities. The Boy Scouts of America is seeking to do its work effectively, and it asks the co-operation of the schools and churches of America.

Around the Camp Fire

By LOTTA CLARK

Director Massachusetts Camp Fire Girls

There are 160,000 girls in the United States who live by the Camp Fire program. "Camp Fire has been tried and not found wanting." Its object is to promote the health, happiness, and abilities of our American girls. In its thirteen years of wholesome and steady growth the organization has proved its worth. By following its practical principles, a girl becomes a far better woman. By becoming a better woman, she makes a better homemaker, a better citizen, and so builds a better country. Lord Bryce has said: "Every new generation as it comes up can make the traditions which it finds better or worse. If its imagination is touched and its emotions are stirred by all that is finest in the history of its country, it learns to live up to the ideals set before it and thus strengthens the best standards of conduct it has inherited and prolongs the reverence felt for them." Tested by this standard, Camp Fire Girls are not found wanting.

The Camp Fire program is based on the winning of honors. There are some eight hundred of these honors, which include almost everything a girl has to do or wants to do, from making a bed and washing the dishes to swimming a hundred yards and cooking over an open fire. The honors are divided into the seven crafts—home craft, health craft, hand craft, camp craft, nature craft, business honors, and

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service honors, which rate as citizenship and patriotism.

A girl wins an honor when she has satisfied her guardian that she has fulfilled the requirement of that honor. She is then awarded a wooden bead, the color of which is symbolic of the craft to which the honor belongs. Home craft beads are orange because that is the color of the flame of the hearth fire; health craft beads are red like healthy red blood; camp craft beads are brown, hand craft are green, nature craft blue, business yellow, and service are red, white and blue. These beads are awarded at the council fire which is held every month or two and are placed as a record of attainment upon the ceremonial gown of the girl. By her beads you may know of the progress of a Camp Fire girl. She is not trying to outdo her friends. Her success means defeat to no one. She only tries to do her very best.

These are some of the honors she may win. In home craft: (1) Cook and serve two Sunday dinners while mother rests; (2) care for a baby for a average of an hour a day for a month; (3) make four kinds of biscuits. In home craft: (1) Sleep with window wide open for two consecutive months between October and April; (2) swim one hundred yards; (3) skate twenty-five miles in any five days. In hand craft: (1) Take a dozen photographs, develop and print them; (2) trim a hat and line it; (3) weave some article with original design, setting up the loom with warp. Camp craft: Build an open fire in wind and rain with material found out of doors (no fire is credited until it is properly left or put out); (2) fry an egg on a hot stone; (3) help to build a permanent outdoor community fireplace. Nature craft: (1) Know the planets and seven constellations and their stories; (2) identify and describe twenty wild flowers; (3) identify ten birds by their flight. Business honors: (1) Be on time at business or school every day for three months; (2) earn three dollars and give it to some philanthropy, church, or community interest; (3) do not borrow money or articles of wearing apparel for two months; (4) go away on a vacation of not less than one week on money you have earned. Service honors (citizenship): (1) Tell the history of your locality and what occurred at each historic spot; (2) attend any religious service ten Sabbaths in three months; (3) get five members for the American Red Cross; (4) identify and destroy two hundred egg masses of apple tree or forest tree caterpillar.

These are only a few of the hundreds of useful honors from which they may select and by which our girls may earn not only their beads, but fine attainments and splendid habits as well. As they progress, they are given three ranks—the wood gatherer, who may wear the silver ring; the fire maker, who earns the silver bracelet; the torch bearer, who receives the circular pin. These emblems are most artistically designed and are highly valued and treasured for their symbolism and associations.

Any girl who wants to may become a Camp Fire Girl. She must be at least eleven years old and join with five others who have the same desire, as each group contains from six to twenty members. They must find as a guardian a woman over eighteen years of age who will be their friend and leader. With her they hold a meeting every week or two. They talk over what they are doing to earn honors, they plan what they can do to earn funds for going to camp and for their helpful work in the community by giving entertainments which give them much fun at the same time. They do a great many other interesting things which they all plan together. They sing their songs and repeat together their law which lies at the foundation of their program: "Seek beauty, give service, pursue knowledge, be trustworthy, hold on to health, glorify work, be happy." By truly emphasizing these points of the law in her life every day, a Camp Fire Girl slowly but surely changes and develops, and before the end of one year she is a noticeably different girl. As one little girl put it, "Mother doesn't seem to nag me any more since I have been a Camp Fire Girl." She had not yet realized that her own desire to "give service" at home had wrought the change.

There is a strange word in Camp Fire. It is Wohelo. It is made by bringing together the first two letters of work, health, and love, three great interests to Camp Fire girls. When they have a Council Fire they light a part of the fire or a candle for each of these three, and they repeat an appropriate thought as they do it. Here is the one for work: "We glorify work, because through work we are free. We work to win, to conquer, to be masters. We work for the joy of the working and because we are free. Wohelo means work." If you want a taste of the charm of Camp Fire, and the inspiration of it, just say that with all your might as you begin your work each day for a week. These are only tiny hints of the rich experiences in this wonderful program. It is all so educational and so altogether delightful, it seems too good to be true. It seems to be a kind of magic by which girls learn the things they should know in a way they enjoy. They work for the joy of working and because they are free.

To earn her camp honors a girl needs to go to camp, and every Camp Fire girl tries her best to go for at least one week each year. Of all the joys of the year this is the greatest. She looks forward to it with zest and the remembrance of it is one of her deepest pleasures. If you think you know girls well, if perhaps you have taught them for years at

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home, at school, or at church, just go with some of these same girls to a Camp Fire camp and be prepared for the surprise of your life. You will find depths of thought, of beauty, of friendship, of co-operation, of comradeship, that are quite undreamed of by most of us. Here in the open the imagination is touched and the emotions are stirred in a way that sets high ideals and strengthens the best standards of conduct just as Lord Bryce has said. Surely these Camp Fire Girls are doing a great deal to help this new generation as it comes up to make better the traditions that it finds and to prolong the reverence for them. This Camp Fire program is well worth the study of educators.

THE CAMP FIRE GIRLS

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You'll know them by their sturdy tread, the Camp Fire Girls,
Their eyes so bright, their cheeks so red, the Camp Fire Girls;
You'll know them by their mirthful way, their zeal for work, their zest for play,
The cheerful things they do and say, the Camp Fire Girls.

They love the air, they love the sun, the Camp Fire Girls,
The game, the hike, the friendly fun, the Camp Fire Girls;
But when they're given work to do, their strongest virtue comes to view
For they're the ones will see it through, the Camp Fire Girls.

They're building for the future days, the Camp Fire Girls,
When life on them its burden lays, the Camp Fire Girls;
They're strengthening their hand and heart, with helpful thought and useful art,
To play a woman's noblest part, the Camp Fire Girls.

Then let us praise from shore to shore, the Camp Fire Girls,
And pray they'll prosper more and more, the Camp Fire Girls;
God bless them for their eyes that shine, their cloudless brows, their faces fine,
God bless them for their dreams divine, the Camp Fire Girls.

A Federal Department of Education

By CHARL ORMOND WILLIAMS

Field Secretary, National Education Association

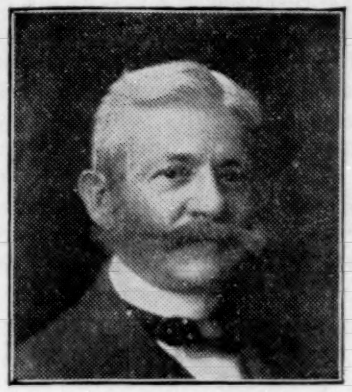
At the recent meeting of the Education Committee of the International Council of Women held in Washington, the chairman of the Education Committee of the United States Council spoke briefly of the movement in this country to create a Federal Department of Education. She had not progressed far in her remarks until the exclamation was heard on all sides, "No Minister of Education! Why, we have one!" uttered with an air of astonishment that hardly concealed a justifiable sense of superiority. Europe and the Americas were well represented as well as the Orient. Every hand in the room went up.

For fifty years it has seemed just as strange to the educators of our own country that the nation that so greatly depended on education for its prosperity and perpetuity should at the same time exhibit such a seeming indifference toward it. For the last decade thousands upon thousands of our citizens have declared it unsound and illogical that agriculture, commerce and labor should be represented in the councils of the nation and that education, the fundamental process in a republic, should have no voice there. The very organization and administration of education in the forty-eight states and territories and thousands of local communities make it all the more desirable and necessary that there should be a central clearing house, a national research agency, where information about all phases of educational activity in this country and abroad would be easily available to those who needed it.

The Education Bill was the result of the agitation to do something about it. The history of that measure is familiar to the readers of this Journal. Suffice it to say here that the bill now being drafted by the Legislative Commission of the National Education Association and the twenty-seven co-operating organizations provides only for the creation of a Federal Department of Education with a Secretary in the President's Cabinet.

Any one who is familiar with the ins and outs of legislative procedure can say with assurance that the outlook for the early passage of this measure has never before been so favorable. We recall now with a thrill the cheers of those 10,000 educators last July in Washington when they listened to the views of President Coolidge on this important question. Senator Charles Curtis of Kansas, the majority floor leader in the Senate, and Representative Daniel Reed of New York, who is in line for the chairmanship of the committee on education in the House, will introduce and sponsor the bill in their respective houses of Congress.

Occasionally some faint-hearted brother in the educational field asks the Legislative Secretary of the National Education Association if she thinks the Education Bill will ever be



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passed. It is an interesting and singular fact that no woman has ever asked her that question. The trials and tribulations of the struggle for suffrage are still fresh in the memory of the women, and they who fought seventy years for that fundamental right are not growing restive or losing courage because another right in which they are interested has not been won after a seven years' campaign.

With so much of advantage on our side in the sixty-ninth Congress what then remains to be done? Dr. John H. MacCracken, president, Lafayette College, Easton, Pa., and chairman of the Committee on Federal Legislation of the National Council of Education, in his advocacy of a Federal Department of Education, with his usual happy faculty of hitting the nail on the head, has answered that question in part by asking another one. He says: "Do we who are engaged in education want education represented in the national government? If we do it will be represented."

He voices a faith in the ability of the educators and their influence upon the life and thought of this country in which the writer shares. Do we really want this thing? If we do *now* is the time to make our wants definitely known and fully understood. The members of Congress are now at their various homes. They are eager to hear and they need to know what the educators desire in this matter.

Is there a teacher or a superintendent in the country who is unprepared to present the question of a Department of Education to congressmen with credit to the profession, or being prepared, is there a single one who will fail to do his duty? Upon the answer to this question more than to any other single factor depends the success of our legislative program.

Oregon School Law Invalid

By a decision of the Supreme Court of the United States, handed down June 1, the attempt of the State of Oregon to force all children between the ages of eight and twelve years into the public school system ends in failure. The Oregon law, enacted in 1923, is effectively set aside by the Supreme Court ruling. The broader implication of the decision, which dealt with two cases brought by a private academy and a parochial school, respectively, is that a fairly sharp line has been drawn between what a state may do and what it may not do respecting compulsory education.

The court holds that parents have a right, and indeed a duty, to choose for their children the schools which will give them the most appropriate training, both mental and religious; that the child has a right to influence parental judgment in the matter; that schools and the teachers therein have a right to engage in a lawful business or profession. Obviously the continuance of the Oregon statute and the repeated warnings from state authorities that it would be enforced, were injuring the legitimate business enterprise of the private and parochial schools which took their case to the highest court.

The outcome of the case has been watched with intense interest in many parts of the country, particularly in those states where a similar law to that of Oregon had been passed or was under consideration. The influence of the Klan is said to have been largely responsible for placing the measure upon the Oregon statute books. The statute was strongly opposed by Episcopalians, Adventists, Catholics and Jews, as well as by owners of private schools.

The Supreme Court, in its decision, reaffirms the right of a state to control, within reasonable limits, the instruction given in all schools, religious and private as well as public; to require all schools to maintain definite standards, and to furnish instruction in specified studies; also to forbid instruction regarded as harmful to citizenship.

Beyond this a state may not go. It may not enter the home and ride roughshod over the preferences of parents in a manner which the court views as merely arbitrary.

That the child is not the creature of the state is one point made by the court ruling. Herein may be seen a vindication of the rights of the individual, within certain limits, to first consideration. The theory that the individual is a chattel of the ruling authorities seems definitely to have been put away by this final adjudication of the long debated Oregon schools case.

I had rather earn my living by teaching than in any other way. In my mind teaching is not merely a life work, a profession, an occupation, a struggle: it is a passion. I love to teach. I love to teach as a painter lives to paint, as a musician loves to play, as a singer loves to sing, as a strong man rejoices to run a race. Teaching is an art—an art so great and so difficult to master that a man or woman can spend a long life at it, without realizing much more than his limitations and mistakes, and his distance from the ideal. But the main aim of my happy days has been to become a good teacher, just as every architect wishes to be a good architect, and every professional poet strives toward perfection.

—William Lyon Phelps.

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MEETINGS TO BE HELD

JUNE

10-17: American Association of Social Workers, Denver, Colorado.
10-17: National Conference of Social Work, Denver, Colorado.
11-13: Georgia State High School Teachers Association, Athens, Georgia.
22-27. American Physical Education Association, Los Angeles, Calif.
28-July 4. National Education Association, Indianapolis, Indiana.
28-July 1: Catholic Educational Association, Covington, Kentucky.

JULY

1: Music Teachers Association of California, San Francisco, California.
6-11: American Library Association, Seattle, Wash.
29-31: National Association of Teachers in Colored Schools, Durham, N. C.

AUGUST

1-6: American Home Economics Association, San Francisco, California.
10-15: Association of Agricultural Teachers of New York, Ithaca, N. Y.

SEPTEMBER

3: Massachusetts State Normal School Teachers, Bridgewater.

OCTOBER

10: Wyoming State Teachers Association, Casper.
14-17: National League of Compulsory Education Officials, Duluth, Minnesota.
19: California Teachers Association, Northern Section, Sacramento.
22-24: Indiana State Teachers Association, Indianapolis.
22-24: Utah Educational Association, Salt Lake City.
28-31: Washington Education Association, Seattle, Tacoma and Yakima.
29-30: Illinois State School Board Association, Decatur.
29-31: Rhode Island Institute of Instruction, Providence.

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5-6-7: Colorado Educational Association: Western Division, Grand Junction; Southern Division, Pueblo; Eastern Division, Denver. H. B. Smith, secretary, 520 Commonwealth Building, Denver, Colorado.

5: Wisconsin Association of Mathematics Teachers, Milwaukee.
Wisconsin Association of Modern Foreign Language Teachers, Milwaukee.
Wisconsin Association of Vocational Schools, Milwaukee.

5-6: Iowa Home Economics Association, Des Moines.

5-6: Kansas Association of Teachers of English, Kansas City.

5-7: Colorado Education Association, Denver.

5-7: Iowa Association of Teachers of English, Des Moines.

5-7: Iowa State Teachers Association, Des Moines.

5-7: Kansas State Teachers Association, Kansas City, Coffeyville, Emporia, Wichita, Dodge City, Salina.

5-7: Minnesota Education Association, St. Paul.

5-7: Wisconsin Teachers Association, Milwaukee.

6-7: Pennsylvania Association of Deans and Advisers of Women, Harrisburg.

6-7: Wisconsin Physical Education Association, Milwaukee.

7: College Entrance Examination Board, New York City.

9-10: National Association of State Universities in the United States of America, Chicago, Illinois.

10: Women's Educational and Industrial Union, Boston, Mass.

11-14: Missouri Society of Teachers of Mathematics and Science, St. Louis.

11-14: Missouri State Teachers Association, St. Louis.

12-14: Arkansas State Teachers Association, Little Rock.

12-14: Association of Urban Universities, Washington, D. C.

20-23: Missouri Society of Teachers of History and Government, St. Louis.

23-24: New York State Teachers Association, Syracuse.

23-25: South Dakota Education Association, Mitchell.

24: Southern Industrial Education Association, Washington, D. C.

24-25: Public School Trustees' Association of Virginia, Richmond.

25-29: Virginia English Teachers Association, Norfolk.

26-28: National Council of Teachers of English, Chicago, Illinois.

26-28: Texas State Teachers Association (colored), Dallas.

27-28: Maryland State Teachers Association, Baltimore.

27-28: Association of Colleges and Preparatory Schools of the Middle States and Maryland, Columbia University, New York City.

27-28: Central Association of Science and Mathematics Teachers, Chicago, Ill.

28: Association of Modern Language Teachers of the Middle States and Maryland, Columbia University, New York City.

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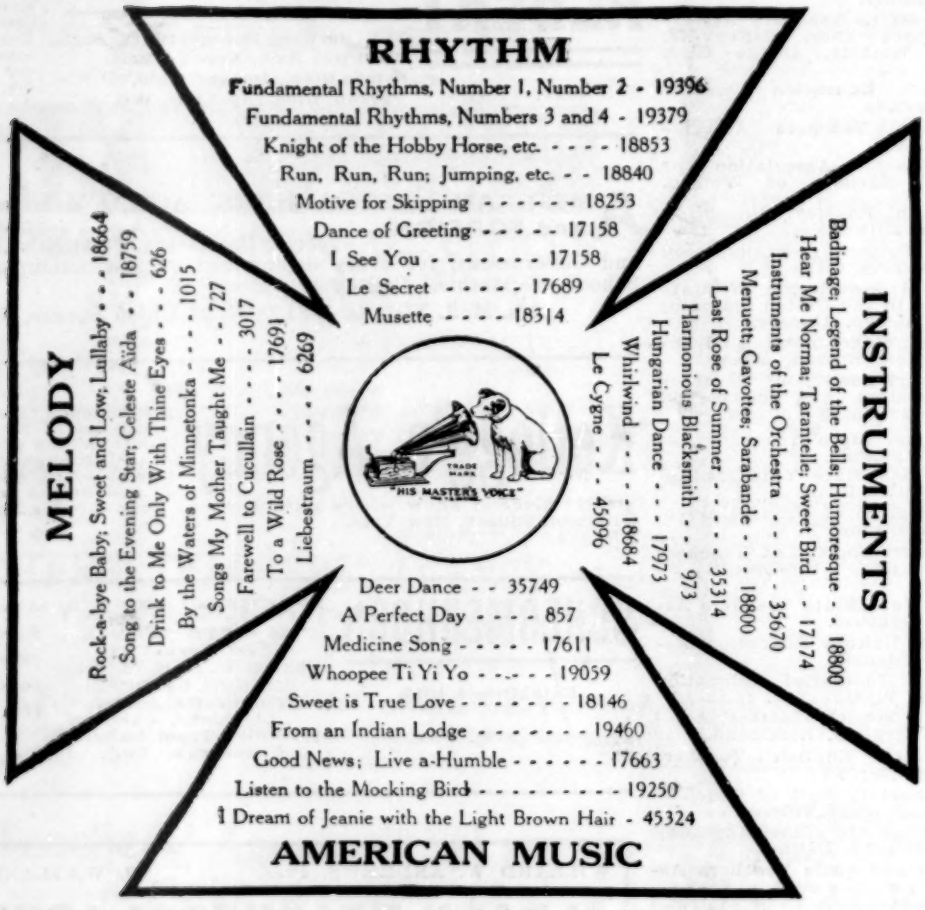
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